

Historic, Archive Document

Do not assume content reflects current scientific knowledge, policies, or practices.

eserve
489284

U. S. DEPARTMENT OF AGRICULTURE

AUGUST 1963

34/8

EXTENSION SERVICE

REVIEW

**AMERICA'S RURAL YOUTH
IN A RAPIDLY CHANGING
ENVIRONMENT**



VOLUME 34 • NO. 8 • AUGUST 1963

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

Division Director: Elmer B. Winner
Editor: Walter A. Lloyd
Assistant Editor: Carolyn Yates

Prepared in
 Division of Information
 Federal Extension Service, USDA
 Washington 25, D. C.

CONTENTS

Page	
139	Special Focus on Rural Youth
140	Myth and Myopia—Blocks to Progress
141	4-H Faces New Worlds
142	4-H Clubs Help Rural Negro Youth
144	Farm vs. Nonfarm Youth in the Urban Labor Market
145	The Rural Home
146	Are Rural Youth Getting an Equal Break Academically?
148	The Impact of Urban Out-Migration on Rural Youth
150	Major Health Problems
152	Living in a Changing World
153	What It Takes To Get Started in Farming Today
155	4-H Rides the Range on the Warm Springs Reservation
156	Rural Youth Are Citizens Too
158	The Great Transition
Back cover: Develop Youth Resources	

EDITORIAL

Are America's rural youth getting an even break? Or are they just running hard to keep in the same place?

In this issue of the *Review* you have a picture—and we don't claim it's complete—of rural youth in an era of rapid change. You'll find some of the answers as to the health of these young folks; and on their education as contrasted with those in urban areas. Another aspect is the urban job market—competition with urban youth. Adding to the picture is the impact on rural youth of urbanization of a onetime rural county.

As the lead article suggests, there is a good deal of mythology about America's rural youth. Mythology has its place but let's not use it to obscure the realities.

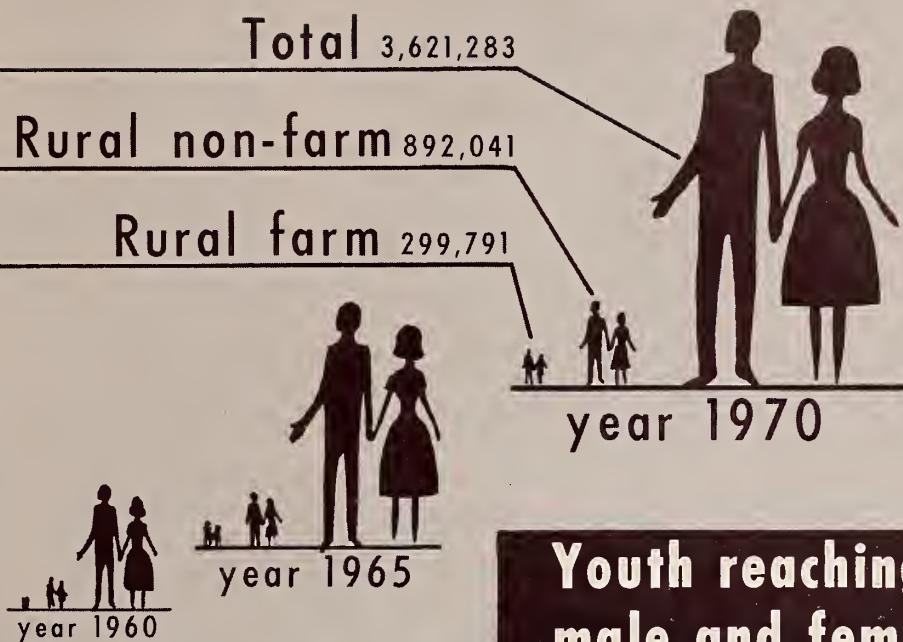
As this issue of the *Review* deals with all of America's rural youth, 4-H Club work is brought in as a highly important element in the total picture. Alaska, Louisiana, North Carolina, and Oregon are contributors on the 4-H side.

Owing to space limitations we regret that several other articles on rural youth will have to be held over for a forthcoming issue.

Rural America's greatest resource is its young people. They are deserving of the best from all of us so that their full potential may be realized.—WAL

The Extension Service Review is published monthly by direction of the Secretary of Agriculture as administrative information required for the proper transaction of the public business. Use of funds for printing this publication approved by the Director of the Bureau of the Budget (July 1, 1963).

The Review is issued free by law to workers engaged in Extension activities. Others may obtain copies from the Superintendent of Documents, Government Printing Office, Washington 25, D. C., at 15 cents per copy or by subscription at \$1.50 a year, domestic, and \$2.25, foreign.



**Youth reaching age 18,
male and female, in U.S.**

special focus on RURAL YOUTH

*National Conference on Problems of
Rural Youth in a Changing Environment
Oklahoma State University
Stillwater, Oklahoma
September 22-25, 1963*

The coming National conference at Oklahoma State University is a companion to the May 1961 conference on Unemployed, Out-of-School Youth in Urban Areas, the findings of which resulted in the document entitled *Social Dynamite*.

The purposes of the National Conference on Problems of Rural Youth in a Changing Environment are to:

1. Bring into National focus the complex problems of young people in rural areas resulting from rapid economic and social change.
2. Bring together facts that may be of use to rural communities and larger areas as they tackle some of the problems facing young people.
3. Develop or review new programs or approaches to facilitate human resource development, particularly in disadvantaged areas.
4. Stimulate action, both local and National, to help solve some of the critical problems by widespread dissemination of the conference findings.

Today nine out of every ten farm-reared boys have no other choice but to find employment off the farm.

WOULDN'T it be wonderful if young people could just grow up, be healthy and good looking, marry, have children, earn plenty of money, and live happily ever after?

Whether such a wonderland would be good for youth or not, we'll never know. The realities of becoming an adult are harsh, cruel, difficult, and sometimes even perilous for a majority of our Nation's teenagers. Worry, self-consciousness, and apprehension are normal emotions for many. The urge to become independent is overpowering. Millions who are limited in

the city for a quick job—ready or not, there he goes. Nine out of every ten of our present crop of farm-reared boys have no other choice than to find off-farm employment.

Of course, no one likes to see this happen—eager and able young leadership lost to the farming industry and to rural communities. That's one reason why most States and more than half of our countries are working on a Rural Areas Development Program—to find new opportunities for more of these precious human resources right near home.

Also, that is why there is to be an important National conference this year, September 22-25 at Stillwater, Oklahoma, on "The Problems of Rural Youth in a Changing Environment." Focus of the conference will be on the present-day problems or blocks to progress which seem to thwart the intentions and stymie the ambitions of so many rural young people. First step in the conference is an elaborate fact-finding program. A carefully planned research dragnet has been underway since April. Sixty working papers are being written by the best research and educational minds in the country. They will cover subjects ranging from population trends to job opportunities and moral value systems. The preliminary statements are being distributed now (August 1963) by the staff of the National Committee for Children and Youth, organizers and sponsors of the conference. Later, they will be bound, along with conference findings, into a reference volume for widespread use.

Why are the problems of rural youth any different or any greater than those of other youth? Because the economic, social, cultural, and spiritual backgrounds from which they emerge are different. Their means for becoming useful, happy citizens are different. Their family and community heritage, traditions, and expectations are different. Their requirements for entering the world of work are different. And, most serious of all, their education and prepa-

MYTH AND MYOPIA -blocks to progress

their facts and experience are fired by a misguided ambition to leave school, get a job, and get married all in one quick whirlwind operation.

This basic human drive is inconsistent with the environment into which youth are emerging. It runs headlong into the more elusive and hard-to-come-by need for a completed education and an adequate preparation for what must certainly be a highly complex, competitive, and demanding life in the atomic age.

Grandfather may still boast about how he climbed up the agricultural ladder one rung at a time. He progressed—the hard way it's true—from hired hand to tenant, to part owner, and thence to full owner. Perhaps he had help from the government Homestead Acts, or at least from low-priced land made available by existence of a vast unsettled public domain.

But today's hopeful young pioneer faces a much different and manifestly more difficult set of problems. And he knows it. So don't be too critical or astonished if he throws down his dad's feed shovel and charges off to

by EDWARD W. AITON
Director of Extension
Maryland

ration for life are not only different, but for many rural youth, they are deficient by current standards.

Many will recall an earlier National conference also sponsored by NCCY on "The Problems of Out-of-School Unemployed Youth in Urban Areas." That important meeting was held in May 1961 and was chaired by the noted scientist-educator, Dr. James B. Conant of Harvard University. It concentrated on the explosive problem of restless, jobless, and oftentimes hopeless, youth symbolizing our National concern about city slums. Dr. Conant characterized them as "Social Dynamite in Our Society."

It is generally agreed that rural youth problems are different. Two-fifths of our rural youth can be described as underdeveloped human resources, diamonds in the rough, possessors of many unmerchantable talents, and having unknown destinies. They do not graduate from high school. They are eligible only for the rapidly declining number of unskilled jobs with low pay, low status, and little security. Many are headed toward welfare rolls—or at best, they will be destined for urban obscurity.

But this grim picture poses a rude contrast to our popular image of robust, rosy-cheeked, bright-eyed farm youth who abound in those happy qualities needed for the Nation's work and leadership. We tend to look on the bright side—to the three out of five rural youth who are making fair to excellent adjustments in our rapidly changing environment. Where are the millions who learned their three R's the hard (and therefore good?) way? Who felled trees to establish thousands of struggling rural churches? Who worked long, hard hours, saved frugally, and established the deeply-engrained concept of the family farm in America?

Preliminary observations indicate that these situations do coexist in rural America within varying degrees. And herein lies another part of the problem. If we know the facts, are aware of the trends, and understand the problems, then we can do something about it. But if we ignore the existence of festering rural slums, or lose compassion for the disadvan-

taged child, we not only fail to pass the course in professional and educational ethics, but we disown the democratic heritage of America and the principle of equal opportunity for all its children. In 4-H we have worked with both the privileged and underprivileged. But the challenge is ever present to more fully meet the needs of the less fortunate. Remember, the Cooperative Extension Service is born out of problem-based and clientele-oriented needs of people.

Here is where we joggle our emotions between horns of a dilemma. We find it easier to know and help the advantaged farm youth who are relatively well established and have prospects for completing high school or college and maybe even becoming farm owners or ranch operators. Yet we know that many rural youth do not live in such a wonderland of opportunity. Accordingly, we worry about their schooling, career counseling, lack of information about future job opportunities, inadequate knowledge about metropolitan life, or preparation needed to fill the many really attractive positions available in agri-business.

Also, we are concerned about sleepy or declining communities that make no plans for growth and development—that seem unconcerned about the resulting disastrous drain on their resources. The costs of raising and even poorly educating a child to the time when he can be self-sufficient and productive, are estimated at up to \$20,000. Henry Savage, Jr., in his book *Seeds of Time*, estimates a net loss of \$50 billion to the Southern States alone as a result of out-migration during this century.

This special issue of the *Extension Service Review* points up a few of the problems and opportunities of rural youth in a changing environment. More specifically, it is designed to stimulate your interest and pique your concerns about these situations. Out of your study and attention, and the National conference, will come the ideas and educational aids to help present and future generations of rural youth find their best date with destiny. ■

4-H FACES NEW WORLDS

by WARREN E. SCHMIDT

*Coordinator, 4-H Peace Corps Projects
National 4-H Club Foundation*

One of the most significant changes in the environment of today's youth is the rapid emergence of the world community. With explosive speed, we have moved from the isolated, self-sufficient and independent walking community to an interdependent jet community.

What does this mean to those of us responsible for educational programs for rural youth? It means simply that the requirements of citizenship education for today's youth have a new dimension—an *international dimension*, which will become increasingly important in the years ahead. Unless today's educational youth programs are based on the real needs of tomorrow, we shall be guilty of seriously jeopardizing our future freedom and security.

Four-H members have a unique opportunity to relate themselves to other countries through the rapidly growing world 4-H family. Over 60 countries now have 4-H-type programs with a total membership of some 5 million members and leaders. Broader communications and relations between these movements are helping members learn to act with responsible concern for all mankind.

Younger members can begin in simple ways to add an international dimension to their project work and recreation. They can participate in country study and hospitality programs, pen pal or sister club correspondence, and help support international service projects. Older members can provide leadership for these activities, and also participate in international exchange and Peace Corps programs.

If we are to help youth successfully face the challenge of our shrinking world, we must make these opportunities an integral part of our program, rather than treating them simply as interesting extracurricular activities. ■

4-H clubs help rural negro youth



A 4-H camp in Louisiana

by ASHFORD WILLIAMS

*Assistant State Club Agent for Work with Negroes
Louisiana*

IN LOUISIANA, as elsewhere in the United States, rapid changes are taking place in the rural areas generally and on the farm in particular. Preparing youth with the necessary knowledge, skills, and attitudes to help them make adjustments to the new situations they face is a monumental task for the Extension Service in working with rural Negro youth. Extension does not feel that it is alone in its efforts with this group, since many outside of Extension contribute funds, time, and effort in exploring new means in carrying out this task.

In order to make the program useful and meaningful to boys and girls, 45 Negroes are employed by the Extension Service in parish and State positions. This supplements the work done by other Extension employees in conducting the total program. There are 31,443 Negro boys and girls in 491 organized 4-H Clubs.

Early Extension teaching emphasized primarily domestic science for girls and crop and livestock enterprises for boys. There has been a gradual, but constant shift to a more realistic approach to the needs and problems of rural youth. This has been achieved mainly through involving the people in developing Extension programs and activities based on the needs, interests, and aspirations of the people to be served.

Major effort was concentrated on developing a broader, more comprehensive club program that will reach more boys and girls and provide more educational and satisfying experiences for them. To do this, agents recruited 2,230 adult leaders and 1,655 junior leaders to assist in promoting and executing the 4-H program. This gives an average of 1 adult leader for every 14.1 Club members and 1 junior leader for every 19 members. Having an adult and a junior leader to work with small groups

provides an excellent opportunity for each club member to receive the needed help in acquiring the knowledge, skills, and attitudes expected from their participation in the 4-H program. This method also aids in the further development of our leaders.

There are three major areas through which the Extension Service in Louisiana is attempting to help rural youth. (1) The 4-H projects and literature provide learning experiences that will be useful now and in the future —on the farm or in urban areas. (2) The 4-H Clubs provide opportunity to learn democratic concepts and group action. (3) Experiences are provided outside the members' immediate locales so that they will have the opportunity to join with others in work, fun, and fellowship.

The project, in our opinion, is the core of 4-H Club work. With this in mind, we have developed 45 different projects with a wide range of interesting and challenging experiences from which to select.

Four-H'ers are given the needed counseling and guidance in selecting projects that they like, that fit into the home situation, that are an educational challenge, and that provide the member with a sense of achievement when completed. The 4-H project as envisioned here is a means to an end—that of contributing to the total development of the boy or girl. With this concept in mind, it is expected that youth enrolled in 4-H project work will develop pride of ownership, knowledge and skills of various jobs, an improved attitude toward accepting responsibility, and an appreciation and desire for the superlative.

Special incentives are provided on the local and State level to motivate boys and girls to maximum effort in their project work. These awards range from project

material to an educational tour of Mexico. The awards selected for 4-H'ers are designed to contribute to the development of the club members. They provide the opportunity to learn thrift, expand project work, or participate in experiences that will broaden insight and understanding of their own and other cultures.

The Extension Service has developed the following State activities to augment the parish 4-H program opportunities for rural Negro youth.

Livestock-Poultry Show

This show has a State outlay of more than \$35,000 for premiums. It provides opportunity for those who have done outstanding work with their livestock and poultry projects to exhibit them at the State University and receive further recognition and, to some degree, compensation for a job well done.

A total of 332 4-H'ers from 20 parishes exhibited 135 beef cattle, 90 dairy cattle, 142 swine, 27 sheep, and 256 entries of poultry at the State Livestock and Poultry Show in 1963. Beef cattle, swine, and sheep were of two types—breeding and market.

Recognizing the importance of the show in motivating 4-H Club members to greater efforts in project work and the general need to increase and improve livestock on the farms, businessmen from all sections of the State purchased the market animals at premium prices. Also, they supported legislation that provided public funds for the show.

4-H Camping Program

A campsite valued at more than \$200,000 has been developed to help bridge the gap between home and school for these rural youth. In camp they have the opportunity to structure and run an adult community, learn more about nature, practice citizenship, and learn to plan and work together. Last year 55 junior leaders, 1,455 club members, 63 adult leaders, and 42 agents participated in the camping program.

The contribution that Extension makes through the 4-H camping program may best be told by stating some of the objectives of the camp.

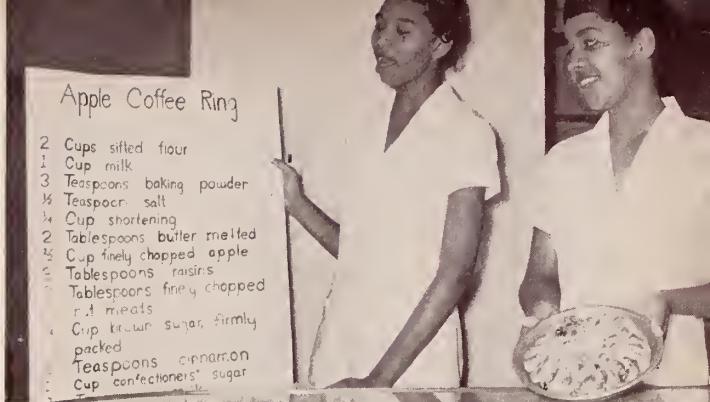
Some overall objectives of our camping program are to provide opportunities for:

1. self-realization in 4-H Club members.
2. training and practice in democracy.
3. development of civic responsibility.
4. developing of the desire and ability to make wise use of leisure.

5. training in safe and healthful living.

The Louisiana Extension Service has conducted each year a series of camp training meetings for agents and junior leaders to develop new concepts, philosophy, and skills in performing the tasks inherent in the improved approach to camping.

The evaluation conducted at the end of each camping period gives evidence that the learning experiences provided were pleasant and profitable to the campers, leaders, and agents.



A winning demonstration team at the 4-H Short Course.

4-H Short Course

More than 600 boys and girls from 36 parishes participated in the State 4-H Short Course.

The winners in the various contests conducted at the State 4-H Short Course received an expense-paid tour to Mexico City, Mexico. On this tour they visited Mexican 4-H'ers and were received graciously by Federal and State officials. The group had an opportunity to visit the Technological Institute at Monterrey, the University of Coahuila, School of Agriculture "Antonio Narro," the University of Mexico, and the American Embassy.

The overall objective of the 4-H Educational Tour is to provide an award for outstanding achievements of 4-H members that will motivate them to greater effort, increase their general knowledge, and enhance their attitude toward 4-H Club work.

The 4-H organization has undergone changes that make it an extended educational experience for the participants. Leaders were trained to organize clubs and involve all members. The use of committees to perform the various roles of the organization provide opportunity for youth to gain experience in group dynamics, to learn to plan and conduct programs and activities, and to develop a real sense of belonging to the organization and the group.

The parish 4-H Executive Committee is set up to give 4-H Club members further opportunity to plan and work together on a broader scope. This group is made up of officers from each local club. Agents and leaders give guidance and counsel to the members in developing activities and events that are satisfying and rewarding to the participants.

The State 4-H Executive Committee is composed of 4-H'ers elected by their peers at the State 4-H Short Course. They are exposed to the complete democratic process of conducting a nominating convention, campaigning for the various offices, and casting their ballots for the candidate they choose. This provides excellent training in the democratic process and training in citizenship responsibilities. The Committee meets with the State 4-H Staff to assist with planning and conducting State activities. The club members learn from the experiences and provide the State Staff with youth's point of view in developing programs and activities for them. ■

Farm Vs. Nonfarm Youth in the Urban Labor Market

by LEE G. BURCHINAL
Farm Population Branch
Economic Research Service, USDA

MOVEMENT of people from farm and rural areas to cities is as old as our history. And while more jobs are being created in rural areas, large numbers of farm and rural youth will continue to seek their adult careers in urban centers, either by choice or necessity. But how well do farm youth fare in the city? One way to answer this question is to compare job characteristics of farm and urban youth.

First, let's look at the current jobs held by urban men who were reared on farms in contrast to those reared in cities. Studies based on national samples and more intensive investigations in metropolitan areas in various parts of the United States conclude: In comparison with men who are reared in urban places, farm-reared men are disproportionately represented in lower prestige and less well-paying jobs. One reason for these consistent differences has been the lower education levels among farm men.

At present, the urban male averages 11 years of education in comparison with 9 years for the rural-nonfarm male and 8.6 for the farm male. However, the urban population includes many people who grew up on farms. And some evidence indicates that the better-educated rural youth are more likely to leave rural areas. Yet, the rural people who migrate to urban areas probably are not as well educated as urban residents. In a study in Cedar Rapids, Iowa, for example, almost half the men living there but having farm backgrounds had not graduated from high school. This compared with 28 percent of the men who had urban backgrounds. A third of the men in each group had completed high school but only 16 percent of the men with farm backgrounds had some education beyond high school. This compared with 40 percent of the men with urban backgrounds.

The farm-reared men in the Iowa investigation also were overrepresented in occupations requiring less skill and paying less money. Since education has become increasingly important for occupational advancement, the lower levels of education among the farm-reared men may explain their lower occupational achievement.

To test this idea, we divided the farm-reared and urban-reared men living in Cedar Rapids into three educational levels—those who hadn't finished high school, those who had finished high school only, and those who had some education beyond high school. Then we com-

pared the occupations of the two groups of men in each of the three educational levels. Two facts are evident.

First, occupational differences in favor of the men with urban backgrounds remained, even after comparing the occupations for men with similar levels of education.

Second, the differences in the men's occupational achievement levels varied more with differences in education than with the differences in backgrounds.

Thus, it's clear that *occupational achievement was linked to educational attainment as well as to residential background*. As the educational level for either group of men rose, the proportion of men in high-level occupations also increased, and the proportion in low-level occupations decreased.

However, differences in educational achievement did not fully explain the differences in occupational achievement between the farm- and urban-reared men. More than sheer numbers of years of education is involved. We can only conjecture about these other factors. They may include the quality of education received, the amount and accuracy of information about jobs, knowledge of where to secure information about better jobs, willingness to move to a new community when there are better jobs available, and many other factors.

The differences in occupational achievement between the farm- and urban-reared men as found in Cedar Rapids and in about a dozen other studies are true for the present generation of men now near the peak of their careers. Will the same differences hold when rural and urban adolescents now in high school compete for jobs available in urban centers?

The answer is yes, although the gap in occupational achievement between the two groups may be narrowing. Educational levels in the United States have been rising during this century. Rural youth are receiving more education today, at least through high school, but a larger proportion of rural youth continue to drop out of high school. Moreover, a larger proportion of urban than farm or rural high school graduates go on to college. Only a third of all rural high school graduates in 1960 enrolled in college in 1960 compared with almost half of all urban graduates.

Lower educational aspirations among farm boys are reflected in their job aspirations. A number of studies agree in finding that larger proportions of farm boys than urban boys plan to enter unskilled or semiskilled work. Frequently, higher levels of occupational aspirations exist among urban boys than among farm or rural boys even after comparisons were made among boys of similar intelligence levels or those coming from families of approximately the same status level.

In short, farm boys probably will continue to be at a disadvantage in competition for jobs in the urban labor market. But these conditions don't have to continue. Rural as well as urban society can better prepare youth to fill the ranks of needed occupations and to help youth achieve satisfaction in their adult roles. A broad educational approach is needed to accomplish this end; including programs in the schools, with community groups, with parents, and with the youth themselves. ■

The Rural Home

by VIOLA HUNT WILKINSON

Extension Specialist in Child
Development and Family Relationships
Wisconsin

UNDoubtedly the most important single influence on character is the home," says Robert Havighurst of the University of Chicago. Almost everyone believes this and hopes that the home is a positive influence rather than a negative one.

Our economy has been changing rapidly and families must make adjustments to keep up. Things aren't like they were when one's parents were young, or even like they were 10 years ago. Rural families are more and more like urban families; many have modern homes; their children are educated in larger high schools; the automobile enables them to get around quickly; television and radio bring the outside world into their homes.

Certainly, all families are caught in the changing times. Parents everywhere are faced with the challenge of bringing up children in a world where no one can predict the future. The young person cannot continue in his father's occupation in exactly the same way; in fact, Father himself must change to keep up with the times! In addition, there are many more avenues open to young people. If these facts apply to all families, does the rural family face particular problems?

Many rural young people will need to leave the farm for employment: it takes fewer farmers to supply the country's needs, even as the population expands. Increased mechanization and efficiency of production means that less people are needed to carry on the operation. Many of the parents we work with in Extension programs lament the fact that their young people must go far from home for employment.

How then, can the rural home help youth cope with their changing times? Through informal visits, special interviews, and adult and youth programs, we find that rural parents are doing many things to help their young people develop through the growing years.

Personality development is one function of family living that has not been entirely delegated to someone outside the family. Reuben Hill, University of Minnesota, says, "The family is now more of a specialized agency providing warmth, love, and support which no other agency in society is prepared to offer." Personality development takes place in every home, but rural families feel that they have some special advantages.

The rural family is a working partnership. The family business is discussed with all members, and each person takes part as he is able to participate. Taking responsibility has always been stressed. The jobs are "ready made," according to one parent; the young people realize that their help is important. Work becomes more meaningful than when parents assign chores just because

they think young people should be taught responsibility.

Young people learn how to cooperate and can see direct results of this cooperation. They learn to respond to authority, which will be helpful in any job.

Decision-making can be practiced by youth daily. Many have their own enterprises which they direct within the family operation. Mother and Father are there for advice when it is needed, but most important is the opportunity to be on one's own.

Rural parents encourage their young people to take part in youth organizations. Here they come in contact with people from the city and suburban areas; many rural leaders are able to help the city children see the advantages of rural living, as well as making wider contacts for their own children. There is evidence that 4-H Club work, for example, can expand knowledge, teach responsibility, develop leadership, and widen the cultural horizons.

Parents can widen the sphere of family influence by participating in community organizations themselves. Much community work depends upon volunteer leadership, and research has shown that young people are more likely to participate as adults if an example has been set by their parents.

Many families take trips together or make it possible for youth to take trips alone. They may start as young families by going to a place of interest in their part of the State. Later, as the children become older, they may take a longer trip to see something of historical interest, to visit a city or a national park.

It is not unusual these days to visit a farm home and see large maps and interesting bulletin boards. Upon inquiring about them, one finds that the family is keeping up with an IFYE who lived in their home, or they are charting the travels of the 4-H youths who have gone on foreign exchange assignments. Some families near college campuses entertain foreign students, thereby widening even young children's interests.

Parents provide books, magazines, and newspapers. Television programs take one to all parts of the world; the rural home is not isolated as it was years ago.

Many rural parents see the need for their young people to have education beyond high school. They provide ways for helping them earn part of the money for their college expenses while they are at home, or make it possible for them to earn money away from home. Some youths attend short courses and vocational schools for further technical training. It is not uncommon to hear, "Our parents did not feel this way," when parents are discussing the importance of education and the sacrifices they must make for their young people to reach higher goals. Many adults take advantage of study groups, Extension programs, and lectures for their own continued learning, giving young people the idea that education is a continuous process.

Interest in children, with love and support, are the most important things that any parent can give his child. These, together with being alert to the local opportunities and capitalizing on the special advantages of rural living, can help youth cope with changing times regardless of where they may live in the future. ■

by ROBERT M. ISENBERG, Director
Rural Educational Services
National Education Association

ARE RURAL YOUTH GETTING AN EQUAL BREAK ACADEMICALLY?

THE QUESTION posed in the title brings to mind almost immediately that old line, "compared to whom?" A consideration of the relative equality of the educational opportunities now available to rural youth necessarily implies some comparison.

Compared with the opportunities offered to rural youth a generation ago, a much larger proportion of today's youth have a chance to attend school. Attendance is better, the school term is longer, the teachers are better qualified, and the school program is considerably more diversified. In nearly every aspect of school operation, there are advantages which favor today's youth.

Unfortunately, the young people growing up in rural areas today are, or soon will be, in competition for jobs, college admission, or a share of the "good life" with their contemporaries who live and go to school in other communities. Whether or not they are getting an equal break requires looking realistically at how well they are being prepared to deal with this competition. Such a comparison gives our question a somewhat different meaning. And a clear-cut answer is more evasive.

Good School Program

It is difficult to travel through any part of rural America without being impressed by the large number of relatively new and remarkably beautiful school buildings. Some are just outside a town or village; others are in the open country. The yellow school buses which serve them give some clue to how our small communities and rural areas have been able to replace the little red schoolhouse.

Not all rural children, of course, have an opportunity to attend school in buildings like those which claim our attention. Nor is it possible to know much about what goes on within a school from roadside observation. A building serves to some extent as an outward symbol of a community's educational program, and it may well open up possibilities or impose limitations upon what is provided. But physical facilities are only one of several elements which contribute to a good school program. And the extent to which rural youth are getting an equal break academically depends more upon the nature and scope of the instructional program offered, the qualifications and

competency of the instructional staff, the amount and variety of materials and equipment which teachers and learners have available, and the real interest and support the community gives to its schools.

Balanced Program

A good school program accommodates in a positive and constructive way youngsters of all ages and with various abilities, ambitions, and interests. Rural youth, just as any youth, need to develop skills in the communicative and language arts; understandings in the quantitative, natural, and social sciences; appreciation of the arts; and a multitude of attitudes regarding their own responsibilities and relationships with others. The courses which a school offers and the opportunities it provides through social, physical, and cultural activities outside of formal instruction are basic contributors in fulfilling these needs.

How well do our rural youth fare? Let's take just a very few soundings:

- In some rural communities the very young have access to excellent kindergarten programs in which they

learn to get along with others their own age, to accustom themselves to a schedule and the routine which school life demands, and to use equipment and materials which most do not have available in their homes. In a majority of rural areas kindergarten programs are not provided.

- Some rural youth attend schools which make a real effort to adapt the courses they offer and the level and type of instruction given to the capacities and developmental needs of the learners. In most rural communities those who learn quickly receive the same general instruction given the average and slow learners.

- Although a majority of rural youth seek employment at the conclusion of their secondary school education, a broad program of vocational preparation is rare in a rural setting. The evidence that rural youth compete poorly in the labor market is substantial.

- In schools everywhere guidance programs are slowly being developed or expanded. But as yet there are many rural youth, without access to such service, for whom some personal, vocational, social, or educational guidance could make a great deal of difference. The number of dropouts, those who leave school before graduation, is highest in rural areas—sometimes exceeding 50 percent of a community's youth.

Other soundings could be made. Music, art, drama, journalism, and other aspects of the arts are seldom emphasized in rural areas in relation to their importance. Many youngsters with correctable speech handicaps or with visual deficiencies which need not be handicaps at all are not receiving appropriate attention. Community variation is as great as it could possibly be. Some rural communities offer school programs that are broad and rich. In many others it is severely limited, not only in the scope of offerings but in the general lack of luster which seems to characterize those which are offered.

Competent Instructors

Probably even more important than the course offerings of a school is the impact of its teachers on youth. It is

entirely possible that a school program severely limited in scope could still serve students admirably if what it does offer has depth and quality. Such character in instruction depends upon the competency, skill, and artistry, of the teachers who serve.

Rural communities are not without well qualified and competent teachers. Some of the best teaching is carried on in rural areas. It is just that rural communities have less than their proportionate share of excellent teaching. At the same time, rural communities employ in their schools nearly all of those who teach with less than full certification, a majority of those who drift from one teaching job to another, and a major share of those who teach courses outside of their specialized field of preparation. Continuity of instruction in many rural communities is thwarted by a high rate of personnel turnover. The satisfactions that come from teaching may well be greater and more easily realized in a rural area, but the financial rewards lag consistently.

Increasingly important to education is the tremendous expansion of knowledge and the many new and developing approaches to teaching. It is difficult for anyone to keep up to date even in his own field of specialization. Those who teach in rural communities are particularly handicapped. They are often lacking even occasional contact with subject-matter specialists or consultants in such areas as reading, mathematics, science, or others. They more often than not are excluded from access to inservice study programs and even from supervisory assistance. They are alone and on their own—responsible but with no place to turn for real help when help is needed.

Instructional Materials

A good school provides its teachers and students with a wide assortment of textbooks and supplementary resource materials. Laboratories with special equipment, shops with tools and working space, libraries with films, tapes, books, records, exhibits, and a host of other materials of instruction—all have a contribution to make to an educational program.

Generally, rural community schools are lacking an adequate quantity and variety of instructional materials. It almost seems that the importance of materials to teaching and learning is yet to take root in the thinking of those responsible for our rural schools. Low cost expendable items seem often to be regarded as nonessentials. High cost items used infrequently are virtually impossible to justify. So many teachers meet their classes day after day armed with little more than a set of textbooks, a dictionary, a blackboard, an outdated set of encyclopedias, and the State-provided course of study.

In some rural areas, steps have been taken to develop area-wide programs of specialized educational services. A number of school districts in a county area or increasingly in a four- or five-county area are joining together to establish an instructional materials center that can furnish a wide variety of teaching aids to all schools at a minimum individual district cost. In the same way programs for handicapped children, curriculum services, psychological services, and many other programs generally out of reach to rural communities are being developed. Fortunate are the youth in areas where such programs are becoming available. Difficult to understand are those community leaders who know by firsthand participation how farmers can cooperate in purchasing, processing, or marketing, to achieve benefits which none as an individual could accomplish but who at the same time vigorously resist the establishment of an educational cooperative.

Are rural youth getting an equal break academically? The only honest answer to the question is that it all depends upon where they live and where they go to school. In some rural communities the educational program offered is excellent. In most rural communities it is well below par. Most rural youth, therefore, have considerably less than an even chance to make the place in the future that they might otherwise be able to achieve. Equal opportunity is a desirable goal but educationally it is far from a reality. ■



The Impact of Urban Out-Migration on Rural Youth



The urban impact eliminates some 4-H agriculture projects but often brings a better school system.

by GEORGE V. DOUGLAS

Extension Specialist in Sociology
Rutgers University, New Jersey*

and DON AGTHE

Research Assistant in Agricultural Economics
Rutgers University, New Jersey

IN THEIR publication, *Recent Population Trends in the United States With Emphasis on Rural Areas*, Beale and Bogue point out that the population of the United States has been growing by 2.9 million annually in recent years. Last year the total U. S. population passed the 187-million mark, and unless there is a sharp downturn in birth rate, it will exceed 210 million by 1970.

There is a heavy movement toward metropolitan areas. But the growth of metropolitan areas is concentrated largely in suburban metropolitan "rings" outside the central cities, rather than within the cities.

In non-metropolitan areas there is a strong urbanization movement; and most cities in the more remote hin-

terland are growing quite rapidly. Suburbanization here also is assuming extreme dimensions, with suburban fringes springing up around the peripheries of small cities.

The Negro population has made a dramatic rural-to-urban as well as a south-to-north (and west) shift. Moreover, it has begun a major suburban movement.

In the decade 1950-1960 the population growth in central cities was negligible (1.5 percent) while the suburban growth was 61.7 percent. Thus, as a group, central cities were among the demographically stagnant parts of the Nation. Since their birth rates were well above replacement level, this could only mean that they were losing population

through out-migration.

In *Social Change in Rural Society*, Everett M. Rogers shows that the characteristics of the rural-urban fringe newcomers are widely different from the farm or small-town people who are the original residents. Several studies indicate that the original residents have less education, poorer housing, and a lower social status. Other studies indicate that not less than three-fourths of the rural-urban fringe residents have urban backgrounds. They are mostly young families with children. The husbands are from predominantly salaried urban jobs, and many of them are middle- and upper-class persons.

As for their impact on rural youth,

*Now Social Science Analyst, Branch of Forest Recreation Research, Forest Service, USDA

since the majority of fringe residents were formerly from urban areas and since they have higher socioeconomic status their values will have a very strong influence on the community. They want fresh air, open space, lower taxes, and a better place for the children to play, but they reject that which they find objectionable, and since they have the greater numbers and more education, they are able to pass the ordinances which rid the rural areas of that which they do not want. This latter has had its effect on Extension 4-H programs in many areas. Projects involving farm animals become prohibited by law and 4-H must seek alternatives.

One of the benefits, however, to rural youth is attendance at a larger, more modern school offering more diversified education. This in turn better prepares them for college and participation in urban-type occupations. The trend towards fewer and larger farms has made it increasingly difficult for young people to remain in farming. In the past, young people forced out of farming through economic circumstances who migrated to the city, found themselves at a disadvantage competing with better-educated urban youth.

Because of the lower socioeconomic status of rural youth in the fringe areas it can be expected that they experience feelings of inferiority and anxiety relative to their ability to move upward in our society.

A study by Bealer and Willets of Pennsylvania State University indicated that one of the results of contact with urban youth in high schools was for a substantial number of farm youth to become dropouts. They also found that there were conflicts between the farm youth and urban youth over attitudes toward dating, staying out late, social drinking, spending money, and other similar situations.

Increased urbanization of rural areas can be expected also to affect family relationships. Tensions between parents and children in the rural families can be expected when their children begin to conform to so called urban patterns of social behavior. These same tensions were

observed in immigrant families in the past when the young people conformed to new behavior patterns.

Another result of this increased urbanization will be the curtailment of extended family relationships as families become geographically and socially more mobile.

Since the majority of the students in the school system in fringe areas will be children of urban parents the chances are greater that a rural youth will marry a person of urban background, unless of course the social systems which develop stratify the school children into rural and urban strata. In some sections of the country another impact on rural youth will be that their chances of dating and marrying a person of another faith will be increased.

The influx of large numbers of people into the rural area will also have an impact on the type of recreation in which rural youth will participate. In some areas hunting has been eliminated entirely and in others there are severe restrictions on the type of firearms which can be used. Fishing streams will be over-fished or polluted. Through lack of choice and through association, rural youth will increasingly take part in recreation which is more typical of urban areas.

A favorable impact of contact with urban people will be an increased availability of medical and dental care. Doctors and dentists locate where the population is, especially populations which can afford good medical care. However, even the poor receive better medical care in urban areas than the poor in rural areas because of welfare services.

The health of rural youth may also be improved because of better nutrition education received in schools and because of city water and sewerage facilities. However, the latter has not always been consistently so, because many suburban developments depend on the individual wells and sewer systems which at times create serious health hazards.

The movement of the Negro population toward suburbia may also develop racial tension and conflict but this is not an absolute. What devel-

ops will depend on the state of racial education, democratic attitudes, religious attitudes, and emotional maturity of the whites and Negroes involved.

We have been talking about the impact of urban out-migration on rural youth, however, as Rogers pointed out, the new residents were of higher socio-economic status than the original residents of the rural areas. What we really have been talking about, then, is the impact of the culture of one class upon another.

It has not been demonstrated that geographic location is the determinant of human social behavior except in cases where geography cannot support the behavior, i.e. mountain climbing does not exist in the Plains States, however, there are mountain climbers in these States. Three members of the recent American Everest expedition were from either the Plains or Central States.

Nor has it been demonstrated that the density of population is the determinant of human social behavior. George Washington and Thomas Jefferson were not urban but they were urbane.

The out-migration of population from cities has its implications for the most important Extension function—teaching. In most cases the Extension Service is using the same teaching method with which it began 50 years ago. It is similar to the method used by Dr. Frank Laubach with primitive peoples. It was very successful and still is where it is appropriate. Laubach's method assumes that the educating agent is better trained than his audience and this was true in the past of most county agents. Fifty years ago the county agent was one of the three or four best-educated people in the county.

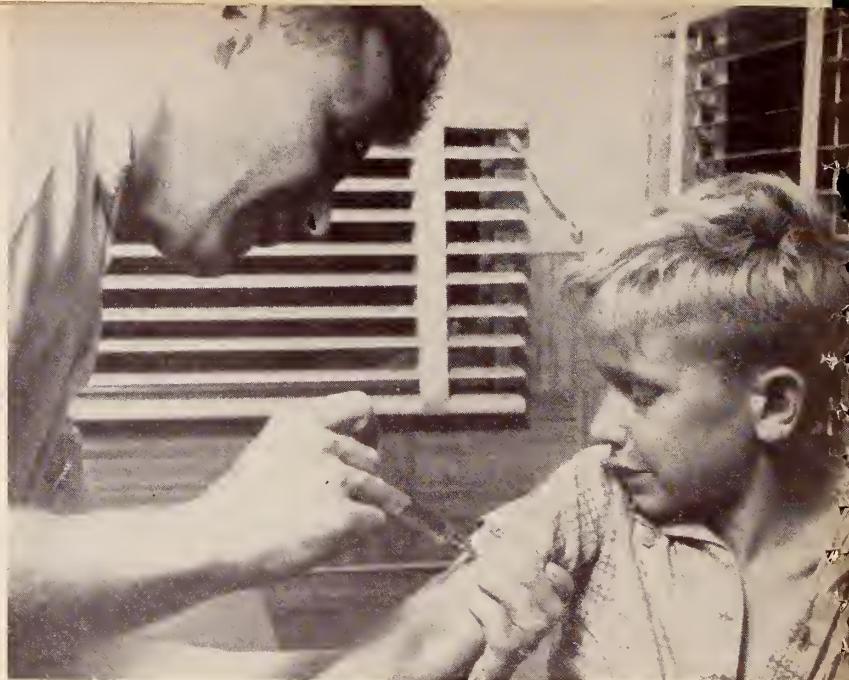
The transitions which have taken place and which are continuing in many counties have changed his relative position. In these counties he is only one of many well-educated people. It is our belief that this new dimension calls for new methods, and many of the Service's in the north-eastern megalopolis are responding to the challenge but the changes are coming slowly. ■

MAJOR HEALTH PROBLEMS

by HELEN L. JOHNSTON

Community Health Services

*Department of Health, Education,
and Welfare*



Preventive care for youth reduces risk of future disability.

TECHNOLOGICAL change in agriculture has had a critical impact on environmental health hazards and indirectly on the access of rural families to health care. Mechanization has increased the size of farm operations with a consequent decrease in farm population and a growing problem of maintaining rural health services at an adequate level for health protection. Expanded use of machines and other technology in farm operation has led to greater need for health precautions on the part of the farm worker. Mechanization has also tended to sharpen differences between rural population groups. For youth in large-scale farm operator families, it has improved health opportunity. For rural youth whose families have been displaced by mechanized farming, it has multiplied health problems.

The most conspicuous effect of technological change on rural health is its increase in work hazards. In 1957-59, out of every 1,000 farm persons, 54 suffered injuries in work accidents which entailed loss of working time or medical attention. This compares with 46 per 1,000 urban persons. Nearly half of the Nation's fatal accidents from use of machines during 1960 occurred on farms—outside the home and away from the

home premises. Farm youth are especially vulnerable. Youth under 20 were involved in 31 percent of the nontransport accidental deaths occurring on farms in 1959, compared with 25 percent of nontransport accidental deaths for the whole Nation.

Nonfatal as well as fatal accidents take their toll among farm youth. The age group from 5 to 14 averaged 41 nonfatal injuries from all causes per 100 persons during July 1958 through June 1959. This record was exceeded only by the age group from 25 to 44 which averaged 42 injuries per 100 farm persons.

A positive effect of recent advances in farming methods is the improved living standard of the segment of the rural population that has successfully weathered technological changes. Increased family purchasing power has given youth in the higher-income group of America's farm families greater opportunity for health care, as well as for improved nutrition, and home and farm conveniences which contribute to improved health.

Even for this fortunate group, however, the decrease in farm population creates problems in maintaining community services at a level adequate for health protection. The ability to purchase medical care is of little value if the nearest physician or

hospital is a great distance away, and if the traumatic effect of moving a patient for a long distance may influence whether he survives without disability, or at all.

As rural populations shrink, urbanism grows. With increased urbanization of thinking and planning in the United States, rural families will find it increasingly difficult to make their health needs understood and considered as changes in the organization and provision of health services are made to adapt to changing conditions.

The youth in rural families which failed to survive the wave of technological progress suffer negative effects in terms of their displacement from small family farms, or from former permanent farm employment. Often these youth and their families belong to unskilled, undereducated, racial, or social minorities. They seek farm work when it is available and take odd jobs of any kind they can get during the offseason. Some become migratory farm workers. Others find refuge in a rural or semiurban slum where they somehow get through the periods of unemployment which are interspersed with their periods of employment.

The youth in these disadvantaged families face multiple health prob-

Farmers represent less than 10 percent of the working population but suffer nearly one-fourth of all occupational deaths.

lems. Crowded together in a slum setting with parents who may lack understanding of good personal health practices, and with little or no funds for the purchase of health care, youth are deprived of health opportunity both by the circumstances in which they live and by a family background of poverty and ignorance.

Recent National Health Survey data on illness and disability suggest that rural farm youth under 17 years old are sick or disabled less often than urban youth. Among older people, however, the reverse is true. To some extent, the health disadvantage of rural persons in the middle and later years may reflect earlier health neglect. Less use of physicians, dentists, and hospital services is made by rural young people than by urban youth according to National Health Survey statistics.

However, averages tend to conceal problems. Although national data suggest that rural youth are relatively healthy compared with urban, special studies of health among seasonal farm migratory families and the areas from which many of these families come, show a great deal of suffering from nutritional deficiencies, diarrheal disease, respiratory infections, and other conditions common to children and youth who are handicapped by poverty, ignorance, and poor living conditions.

For the Nation as a whole, the number of rural infant deaths per 1,000 live births is slightly lower than the number in urban families. Closer examination of the data available leaves no room for complacency, however. Many disadvantaged rural families are nonwhite. Accordingly, comparison of rural nonwhite and rural white infant mortality rates provide a rough index to the relative disadvantage of the rural poor. During 1959, 48 rural nonwhite infants died for every 1,000 live births compared to 22.5 white infant deaths per 1,000 live births. In the age group from 1 to 11 months, good child care has a significant effect in preventing

infections and preserving life. In this group, more than three times as many nonwhite as white rural babies die, for every 1,000 live births.

Who is Responsible?

All farm youth face the problems presented by an increasingly hazardous working environment. They continue to be exposed to accidents in handling animals as well as to diseases transmissible from animals to man. Added to these problems and others of the past are vast increases in the use of machines and chemicals. This places a responsibility on all farm youth to control or eliminate hazards that can be brought under control, and to take measures for self-protection against others.

The large farm operator who employs out-of-area workers on a seasonal or longer-term basis now has responsibilities that far exceed those in the days when peak season farm work was shared on a neighborly basis with nearby farm families. Instead of being merely his own health and safety engineer, the farm youth of today who will be the large-scale farm operator of tomorrow needs to be prepared to take responsibility for training his work force in health and safety measures, providing them a healthful and safe working environment, providing for emergency first aid, and maintaining healthful and safe living quarters for workers and families permanently or temporarily housed on or near the farm. He will need to look to specialists in occupational health and safety measures, agricultural engineers and sanitarians, and others who can help him identify problems and develop adequate safeguards.

In his own self-interest, the youth who will be tomorrow's large-scale farm operator and community leader needs to be informed about health resources in his community and State and how they reach people in his locality. He needs to be prepared to take an active part in decision-making when changes are made in the

organization and provision of health services, so that not only his own family's needs can be adequately met but also those of less privileged rural youth and families. This means becoming aware of the barriers created by organizational methods, practices, and location of services which effectively prohibit the use of local community resources by the groups most in need.

As an example, the young people in the upper-income farm groups have traditionally had the educational resources of the Extension Service to help them develop understanding of good homemaking practices, proper methods of child care, and good personal health care, including proper use of community health resources. Because of such practices as meeting in members' homes, however, these resources seldom reach youth in the most needy groups.

Similarly, the health resources available to youth in upper-income rural families often fail to reach youth in needy groups because of such factors as distance to be traveled and lack of transportation, lack of means to pay for care, and especially in the case of the seasonal farm migrant—failure to meet local requirements that a person live for at least a year in the local area before he can qualify for health assistance which might in many cases prevent or lessen future disability.

The fact that social change often fails to keep pace with technological change is clearly demonstrated in rural America today. Here technology has introduced or magnified many problems with health implications. All rural youth face the problem of becoming acquainted and learning how to cope with new health problems associated with the new technology. They must learn new personal health habits, new labor-management responsibilities in the health field, new ways to work with urban planners so that the health opportunities of rural and urban people can be equalized, and new ways to overcome the special health handicaps of the segment of the rural population that has been submerged by recent technological change. ■

Living in a Changing World

by VIRGIL SEVERNS

*Remote District Agricultural Agent
Alaska*

THE ESKIMO and Indian 4-H'ers of Alaska are learning to live in a changing world. Not only must they keep up with the technological pace of today, but in many cases they are still undergoing cultural changes. It is true, the gun, the fish wheel, the outboard motor, the airplane, food in tin cans, and many other advancements have been as quickly accepted by these Alaskans as by other people in Alaska and elsewhere in the United States. Even so, there are many advantages of civilization unavailable to them. Selling freezers to Eskimos could be easy because Eskimos, 100 miles from a store, need cold storage for meat and fish during the summer when nature's cold storage system goes on vacation. But in many cases, they don't have the electricity needed to run them, nor have they adopted enough of a money economy to be able to afford individual "light plants" to provide power.

Last November I was visiting with Mr. Arthur Douglas of Ambler, on the Kobuk River. In the course of our conversation his preschool son became involved. After a brief exchange Art turned to me and commented he was teaching his son to speak Eskimo as "he can't get along with the old people." This is an example of the conflict of culture confronting these people.

In the old traditions all members of the family who were old enough were involved in the quest for food and clothing. With the adoption of western customs their way of life is easier and there is more time for other things, such as 4-H programs and school. It is still very important and necessary to teach basic skills and provide learning experiences in cooking, gardening, and sewing—not only for 4-H youngsters but for parents, too.

Although work is important, there is time for play, too. Fairs and

achievement days provide some of the needed recreation. These events are usually held in one of three places. The Bureau of Indian Affairs or State school, the National Guard Armory, or a village community hall. Cooperation with those involved has proved to be excellent in almost every case. Demonstrations are a learning-by-doing-and-showing experience, here as elsewhere.

Would you know how to cut up a king salmon, dry and smoke it, and end up with some tasty "squaw" candy? Many of these Alaskan 4-H'ers do! The feeling of accomplishment, and the learning from the experiences of others, are gained at the achievement days and fairs. These events are held in about 35 villages each year, many of them with native leadership and supervision. Displays are made up of articles from 4-H Club projects and entries by adults. They may be intricately designed beadwork on tanned moose or caribou hide, dried fish or meat, baked goods, canned items, garden vegetables, clothing, woodworking articles, or other handicraft entries.

To see those bright, broad faces light up with a smile and those dark brown eyes sparkle upon receipt of a ribbon or an achievement pin, is a reward in itself to the 4-H leaders, parents, and Extension agents. The local fair is truly an important day in the lives of these young Alaskans and their families. Older members are beginning to assist and show the way for younger ones through junior leadership—and in a few cases as alumni leaders, although most adult native leaders did not have an opportunity to be in 4-H. Extension work began, with a full time agent, in remote Alaska in 1956. Last year marked the first time since the Remote District was established that leaders attended the 4-H leadership conference. We had one junior lead-

er and two adult leaders. Plans are shaping up for as many—and possibly more—this summer.

Leaders are also being developed in the native villages. In January, 34 leaders and prospective leaders were enrolled in a seven-lesson leadership correspondence course as a pilot program. This was a cooperative venture with the Federal Extension Service. The course was also used in other districts of the State where transportation and communication is a problem. This has proved stimulating and informative to the agent as well as to the 25 people who responded to the course.

Efforts are being made by Extension, by leaders, and by members, to adapt 4-H Club work to the needs, skills, and resources of the individual in his environment. Skin sewing and grass basket weaving are two skills that fall into the handicraft project. Last winter the Shungnak Friendly Village 4-H Club made caribou fur mittens—fur side, inside, Mukluks, Eskimo yo-yos, and Eskimo dolls.

In grass weaving, baskets and mats are common. A girl at Goodnews Bay made a beautiful lampshade from woven and dyed grass. In working on this she did what many a 4-H boy or girl with a new hammer, saw, or garden tool has often done—wore blisters on her fingers.

A project that has been popular with the boys is making miniature items with wood. An example is the 1961-62 winter project of the Shageluk Owls. Under the capable leadership of the BIA teacher, Mr. Hugh Crawford, the boys made miniature dogsleds. These make an attractive tourist item. Other commonly made articles are miniature fish wheels, caches, kayaks, snowshoes, and skis.

Another 4-H project that is Alaskan in nature is the junior fisherman project. Gloria Wharton of the Anvik 4-H Club successfully completed



Lula Cleveland is pulling some of the excess hair from tanned caribou skin that she is making into mittens.

this project when she caught, cut, dried, and smoked salmon both for dog food and human consumption. She earned spending money by selling her surplus fish.

The sled dog project is a very fitting one in Alaska where youngsters learn proper feeding, care, management, and training practices. In many areas the sled dog, along with the airplane, is a very vital and important mode of transportation. Although it seems inevitable that the iron dog, the snow traveler will replace the dog, as the tractor and car have replaced the horse. As with horses, much time and labor are involved in providing food for these beasts of burden. The fish, caribou, and moose meat, that is used for dog food could be used by humans or sold to help provide more of a cash economy. The dog is used only 5 or 6 months of the year when there is available snow and ice.

Alaskans enjoy many of the projects shared by their counterparts in the other States. The most common projects among the Eskimo and Indian villages are gardening, clothing construction, food preparation, woodworking, and handicraft.

Alaska's Indian and Eskimo children are living and adapting to a changing world. They are working patiently. For the most part they and their elders are eager to learn, and they make apt scholars. They will quickly adopt any idea or practice that they can see applies to their situation. Examples are: outboard motors, gasoline powered washing machines, and portable radios. In their quest for food, as hunters and fishers, they have learned from nature to demand economy of time and effort both in themselves and man-made items. They remain self-reliant, but they are willing to let you help them help themselves. ■

What It Takes To Get Started in Farming

by KENNETH H. THOMAS
*Extension Economist
Minnesota*

ONLY 10 to 15 percent of all U. S. farm boys under 18 will spend their careers on farms, and the percentage will probably become even lower in the future. Therefore, the youth who does want to farm is more concerned than ever about this question: What does it take for a successful start in farming? A quick answer might be capital, managerial capacity, conviction, and the right opportunity. Let us explore each of these.

Capital Requirements

Rising land values, development of labor-saving equipment, the continuous introduction of new technology, and rising levels of farm family living have all contributed to a sharp rise in farm capital requirements during the past 2 decades. Capital require-

ments of \$50,000-\$100,000 are quite common in most farming areas today.

These stepped-up capital requirements have tended to alter the nature of the so-called "agricultural ladder" or hired man-tenant-owner sequence to establishment in farming. Some of the bottom rungs of the ladder appear to have been knocked out. As opposed to the earlier, more gradual approach, successful establishment today has become more nearly a one-shot process of attempting to clear fairly high hurdles early in the venture. Experience in Minnesota would suggest that income share arrangements in which the starting farm operator receives less than a third of the income on the average farm will not permit adequate rates of capital accumulation

and eventual firm establishment in farming.

For a young man to have some probability of success, he will find it also essential to have a sizable equity in the form of savings before he starts. A survey of successful farmers in Minnesota (Pond and Moore) suggested that the starting farmer should own at least half of his operating capital.

At the other end of the ladder, increased operating capital requirements have widened the distance between the rungs represented by various rental and partnership arrangements and eventual farm ownership. Farmers in the Minnesota survey noted above suggested that young men purchasing farms should have their personal property clear and be

able to pay down at least one-third of the price of the farm they buy.

Managerial Capacity

The young farmer of today must not only find the means of financing a sizable business; he must also be able to operate it profitably. As a production specialist, he must keep up with rapidly changing farm technology. He will often need to adjust methods of production and organization of the whole farm business as well. As a business management specialist he must be able to analyze, plan, and exhibit keen judgment in the operation of a high investment, high cost, narrow margin business.

The beginning farmer, therefore, must have the managerial capacity or must clearly recognize the need for developing this capacity at a very fast pace if he is to cope with the increased complexity of decisions and growing competitive nature of modern-day commercial farms. Financial results of today's farming operations suggest that if a young man lacks this managerial capacity, economic circumstances may soon force him to seek less demanding employment.

Personal Convictions

Certain personal characteristics are necessary for success in any occupation. Willingness to assume responsibility, to learn, and to change are musts in modern farming. The high entry requirements and the risks assumed mean that the young man must also have strong convictions regarding his desire to become a farmer. Entry into farming, as with many occupations, requires commitment, personal sacrifice, and persistence. Many make a successful start in farming who, by normal standards, do not have the required resources or the necessary potential for growth. They are able to do this through the superior management of their limited resources, a willingness to set necessary priorities, and the ability to persevere during times of adversity.

Three Tests

A young man with sufficient capital, managerial capacity, and conviction can still fail to get started successfully if he selects an unsatis-

factory farming opportunity. Any farming opportunity should therefore be subjected to three tests:

(1) *Is it feasible or desirable?* Can the farm business provide sufficient income to permit the prospective farmer to enjoy a reasonable level of family living at present while making adequate financial progress toward establishment in farming? Does this farm represent a desirable long-run career opportunity? Are there personal factors which might cause an otherwise sound business arrangement to fail?

(2) *Is it the most feasible or desirable of the farming opportunities open?* The prospective young farmer will want to determine which farming opportunity will make best use of his capital, managerial capacity, and conviction. He must also consider the extent to which his short- and long-run goals can be achieved and the risks that must be assumed in achieving these goals.

(3) *Is it the most feasible and desirable of all career opportunities?* Here the prospective young farmer will want to compare various occupations with regard to the amounts of capital, time and effort, managerial skill, and risk-taking required; and

their educational requirements. He will also want to compare relative earnings and the variability of these earnings. Further, he will want to consider his personal preferences.

Help From Extension

Extension workers in rural areas can play a key educational role in assisting farm boys in making critical career decisions. First, we can help them become aware of the requirements for entry into farming, emphasizing that a successful start today requires capital, managerial capacity, conviction, and the right opportunity. Second, we can lead them to others who can help explore the career requirements of other occupations. With 80 to 90 percent of our farm boys headed for nonfarm careers, this should well become a major task. Finally, because of our training and close association with farm families we can be instrumental in counseling with farm boys and their parents in helping them determine how well they can meet the requirements for a successful start in farming. Obviously, the future happiness and career satisfaction of many young farm boys hangs in the balance. ■

The author counseling with Steven Hansberger who is a senior in Agricultural Economics at the University of Minnesota, regarding his opportunities for a career on the home farm which is near Worthington, Minnesota.





Boys on the Warm Springs Reservation prepare for the future by learning fence building, haying, and irrigation.

4-H Rides the Range on the Warm Springs Reservation

by MARTHA STRANAHAN
Extension Agent-at-Large
Oregon

THE 33 BOYS in the Rockin' 4-H Club on the vast Warm Springs Indian reservation in Oregon are mighty proud of their accomplishments. Starting from scratch 4 years ago with 10 boys, their range project is already paying dividends. Last November, for instance, nine members sold a weaner steer calf apiece at the Madras Auction Yard. Some banked earnings toward future purchase of a cow. Others saved for college.

1959. Club members collected samples of their important range grasses, shrubs, and forbs. They pressed and mounted them and learned their common names. The display was shown at Jefferson and Wasco County fairs, at livestock operators' meetings throughout the reservation, in a Warm Springs store during National 4-H Club Week, and in the agency office lobby.

1960. Rockin' 4-H'ers learned forage values of rangeland plants and how nature fits them to the range. They prepared an electrical push-button quiz—a test of skill in determining rangeland production potential—for display at county fairs and at the American Society of Range Management meeting in Yakima.

Early that year, leader Joe Warner and agent George Schneiter inaugurated the range-livestock operation to be run eventually by the 4-H'ers themselves. The club leased 5 acres

of idle farmland from a tribal member. The boys cut juniper posts and fenced the field. In March, with borrowed tribal equipment they made a seedbed, planted alfalfa and grass.

From a BIA soil scientist the boys had learned soil testing and judging, and thus could determine fertilizer needs. Warner taught them to construct a field irrigation ditch and demonstrated siphon irrigation with plastic siphon tubes. (Siphoning is still the best practice for that field which slopes toward a creek.)

Field experience and classroom study enabled them to win second place team honors in the 4-H Club division of the State Soil Conservation Service's soil-judging contest.

1961. Twenty-one tons of good-quality hay in three cuttings came off the field in 1961. Members hauled it to their winter feedlot for future livestock and built a covering shed for it. There they also constructed feeders, fences, and a sick bay. That summer they helped to build a stock water pond and a small corral in a grazing area. In the fall they began to assemble livestock, mostly from home herds, and by November they had nine cows in the feedlot. Responsibility for feeding was rotated.

1962. The Warm Springs Tribal Council made available 1,000 acres of grazing land. In April there were 12 cows and 14 calves grazing, and

later a registered Hereford bull and herd sire was loaned to the club by a breeder in Wamic, Oregon.

The club learned branding, vaccinating, castrating, artificial insemination, periodic weighing and recording rate of gain, and feeding. The hayfield yielded about 4 tons per acre in three cuttings. By the end of the 1962 grazing season, the club had carried out a full range operation.

There is more to learn, however. In time the alfalfa field must be rotated and a crop planted elsewhere. This may require sprinkler or border irrigation and a different fertilizer application. There will be new calves to tend, some to sell; they will study marketing.

The reservation's nearly 600,000 acres created by the Treaty of 1855, has sagebrush and juniper desert, hilly and level land, marketable pine and fir stands, rocky outcroppings and plateaus, and range and farmland of varying quality. Two rivers cut across it and two others border portions of the land. Grass is the reservation's greatest natural resource.

Not all Rockin' 4-H'ers will remain at Warm Springs to raise livestock and manage its range and forests. But there is opportunity for those who do stay—if they know how to protect and perpetuate its resources. ■

DESPITE the fact that the population for decades has been moving to urban and suburban areas, rural America is not only very much with us, it is very much alive. What rural America does, in participating in the making of agricultural policy and in the election of national representatives, has great impact on nonrural America.

Many rural adult citizens can readily concede the importance of their decisions. It is a harder task to bring this same realization to rural youth. Though he may know that his labor is important in terms of the home economy, he has no comparable assurance that his existence is of

any larger social value. In a society where the urban image dominates most of the media of communication, it is understandable if he imagines himself as a David confronting an urban Goliath.

The only effective means of combating this state of mind, which obviously interferes with rational decision-making at any level, is to provide activities in which rural young people are able to see themselves in somewhat more accurate perspective. Experiences are essential which provide these adolescents with a specific and concrete sense of their own self-worth in the larger social context, not in some hazy future, but right now.

This kind of activity and these kinds of experiences may be lumped under the term "citizenship." As soon as we say that, however, most persons immediately conjure up the picture of the political citizen. Yet political activity is only one of the symptoms of citizenship. A more comprehensive definition, and one that is particularly useful when considering the problem of rural youth, is that of Dr. Franklin Patterson, Director of the Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, who declares that citizenship is the "increasingly mature and responsible membership in a free society."

Taking this definition as our base, work with youth in any organization or agency can directly contribute to the growing process of developing citizenship. The objectives which seem of particular relevance is that youth develop concern for their community, and commitment to participation in community affairs.

How does this development take place? It rarely happens just because we wish it. Citizenship in a free society is the most difficult kind

of all, since it requires free individuals able to cooperate with others in assessing problems to be solved and working towards reasonable solutions. No one becomes this kind of person automatically. The role of the schools in developing such citizenship, while central, can and must be shared by other agencies and groups. Those agencies serving rural youth have a role to play which can be far reaching. In fact, there are many areas of citizenship in which the schools may not or will not venture. Just because the school is locally controlled, and financed by local taxation, school personnel are particularly vulnerable to local opinion and pressure. A matter of public policy which touches the sensitive toes of some local interests is unlikely to be the object of classroom discussion.

Let us list briefly some of the opportunities which can be utilized for developing citizenship among rural adolescents outside of the school:

1. *Participating in significant decision-making.* Youth groups with adult sponsors must increasingly enable youth members to participate in the important decisions regarding programs, procedures, goals, activities. Developing persons skilled in using Roberts' Rules of Order is not necessarily what we mean. It is helpful to know how to proceed to group business in a orderly fashion, but the key concept is that youth have responsibility for important decisions. From time to time youth will make mistakes, will spend group money foolishly, will fail to follow through on a decision, may even get some people mad at them—just like adults! But only through such experiences can individuals grow in maturity of decision-making, and only if the initial decision were worth making in the first place!

Learning adequate group behavior includes appraisal of every effort along the way. Such questions as these will help increase the effective-

by JEAN D. GRAMBS
Associate Professor of Education
University of Maryland

RURAL YOUTH ARE CITIZENS TOO

ness of participation. "How well are we doing?" "What did we learn from that last activity?" "How might we do better next time?" "Are we as individuals functioning as well as we can in the group?" A lack of this kind of evaluation process results in a continued low level of group decision-making.

2. *Identifying community concerns.* Rural youth, though there are few of them per acre, are still part of a community. In rural America, just like other parts of America, pressing problems of public policy must be answered: How can we maintain an adequate and pure water supply? How can we meet our medical needs? Are local roads adequate? Are we providing sufficient and appropriate education? How can we pay for the services we want? What is our voter registration and voter turnout record? Can we learn about all sides of local, State, and National issues? Such questions are those with which a citizen must be concerned.

Although adolescents may not be able to influence the decisions to be made, it is basic to their adult roles that they learn at some time that such problems exist. It would be illuminating for any group of youth to assess their own information in the above areas. We would predict that few individuals, youth or adult, are adequately informed about these and similar community concerns.

3. *Understanding political processes.* Knowing the way a bill becomes a law is often assumed to be the core of citizenship education. How far from reality! Democracy really starts at the grassroots, and the very phrase itself comes from rural America. It is unfortunate, if not a calamity, that most Americans, including those in rural America, have no notion how their own political party functions at the grassroots level. Available for youth groups now is a significant new publication which can help provide this

kind of understanding. *Practical Political Action, A Guide for Young Citizens* was adapted from materials developed by the U. S. Chamber of Commerce for adult study groups, designed to provide a specific understanding of local political activity. Out of this kind of study can well come active youth participation in local party politics, the lifeblood of American democratic organization.

4. *Obtaining adequate information on controversial issues.* Nowhere is there a greater need for adequate information than in a democracy. Each citizen participates in numerous public decisions throughout the year, either by membership in an interest group, by voting, or by staying home. Action or inaction can be equally significant. Knowing what to do, what to believe, what to support, is difficult; it demands information.

In the school, students may have access to a variety of magazines and newspapers. Once out of school, news sources in rural America dwindle. Most small communities support only one daily or weekly paper; the local radio station may be owned by the same interests who control the paper. TV is apt to reflect National interests with a distinct metropolitan bias. Magazine circulation is least in rural America. Yet the community concerns and need for information are just as great here as anywhere.

Young people can be helped to use the school and library resources available in order to become informed, but even more significant, can develop an urgent sense of the continuing need for adequate information on vital issues. It is essential that, as adults, these young people should remain restive if they are not able to learn about issues from a wide range of points of view.

Ability to separate opinion from fact is also necessary equipment for the mature citizen in a free society. When the forces of diverse ideologies are vying for man's allegiance, it is crucial that individuals are educated

to read, listen, and look so that they are aware of ways in which the media of information may distort and mislead, as well as inform and enlighten.

5. *Developing a commitment to action.* Knowing that a stream is polluted, that marginal families are at the starvation level, that a political clique dominates selection of candidates, that a dissident editor is being threatened with his livelihood, that private censorship is restricting the purchase of books and periodicals for the library, may be very useful. But unless some action is forthcoming on the basis of such knowledge, the facts might as well stay buried. Apathy in the face of a need for action is probably the most destructive force in a democracy. To act on convictions and facts takes some cooperative efforts, often requires courage, and certainly demands skills in public strategy. These are all skills that youth can and should learn as they mature into citizenship.

In youth organizations there is the chance to practice such skills on a modest scale. Having had some experiences in working on community concerns, and some success in furthering community goals, it is harder for the individual to retreat into unconcern. At least this is our hope. If every youth group each year identifies some area of the public sector to study, and then proceeds to act on some phase that is indicated as a result of study, there is hope that enduring citizenship skills and attitudes will be acquired.

Many youth groups are now doing these things outlined above. Many more are engaged in relatively trivial and short-range programs. The time is short, the need is urgent, and our youth are restless. Channelling their energies and their interests towards those activities which develop citizenship is an important contribution to their own growth as individuals as well as towards the strengthening of our total social fabric. ■

adjusting the 4-H structure to fit local needs

The Great Transition

by L. R. HARRILL
State 4-H Club Leader
North Carolina

WHEN the complete history of 4-H Club work in North Carolina is written, it will be recorded that one of the most significant changes in the 4-H Club program was the transition from the 4-H Club organized in the school system to the 4-H Club organized on a community basis—organized and serviced by community adult leaders.

Beginning with the organization of the Boys' Corn Club in 1909 in Hertford County with a membership of 12-18 boys, 4-H grew into an organization with more than 168,000 enrolled in North Carolina in 1962. The 4-H corn project developed into almost innumerable projects in agriculture and homemaking. Further activities increased in proportion to the increase in the number of members.

From this type of an organization, partly because of necessity, but largely because of a belief that the best interests of 4-H members and the most efficient type of organization could be conducted if provided on a community level, the change began.

In 1957 a Southern Regional Leadership Committee was appointed for the purpose of developing 4-H leadership training. The 13 Southern States and Puerto Rico prepared 14 leadership training units. Each State was assigned a unit. North Carolina's unit was on developing skills in teaching procedures. A State leadership committee served with the State 4-H staff in developing seven 2-hour teaching techniques classes in discussions, tours, illustrated lectures, exhibits, visits, workshops, and judging. On the basis of this study, tested in nine counties in the State, a decision was reached to begin organizing 4-H Club work on a community basis.

The first and most difficult was in the attitudes of the Extension workers themselves; but the fact that much effort and educational work was necessary in order to bring about this change served to strengthen their belief that this was the best approach in providing the maximum amount of inspiration and information for the greatest number of boys and girls.

From the beginning of this program it was pointed out to the Administration (State Extension) that 4-H is a definite and important part of the total Extension Service

program; and as such this change would demand the full cooperation and active support of every Extension worker. No program in our State has ever received greater or more wholehearted support. These factors have served to make less difficult the tremendous number of changes that had to be made. As the program has developed, it has been necessary to make further adaptations.

In September 1960, Joe McAuliffe of the Federal Extension Service, visited our State and made a study of two of the counties which had community 4-H Clubs as a supplement to clubs organized in the schools. It was evident that personnel in these counties were interested in improving the 4-H Club program, and that this could be done by organization on a community basis—or in other words, a little nearer to the people themselves. With this background information, the project was launched to develop a 4-H plan of action. The new plan had two principle features—4-H Clubs organized on a community basis and staffed by volunteer leaders.

In November 1960, the plan was presented to the Administration and then to the 4-H subject-matter specialists. Committees were appointed to work out various phases of the transition. Two members of the State staff were appointed to lead the development of the program in the State. A series of 1-day meetings were held in each of the 9 districts during December 1960. Their chief objective was to make county Extension workers aware of the plan for organizing 4-H Club work on a community basis. Background information was given to agents concerning the various pressures affecting 4-H Club work and the agents themselves were given an opportunity to explain their particular problems. A definite plan of action was presented to the Extension agents. The plan included a pattern of operation, by which the county agent would conduct club work through organized community 4-H Clubs led by trained volunteer leaders. In each district meeting there were many agents who had reservations concerning this plan of organization. This was evidence for a need for additional training.

In February 1961, the district team consisting of the farm, home, and 4-H agents held conferences with per-

sonnel of each county in their respective districts to analyze and evaluate the 4-H program as it was related to 4-H leadership development (designated Bench Mark Conferences). The agents were encouraged to give their suggestions. Plans were made by the Extension staff for training the public with the new plan.

Following the Bench Mark Conferences, a series of subject-matter department conferences were held by subject-matter specialists to further acquaint these people with the new plan for the organization of 4-H Clubs.

In March of 1961 Joe McAuliffe and Lloyd Rutledge of the Federal Extension Service returned for a 3-day planning conference to develop a procedure for agents to use in organizing clubs led by community 4-H leaders. From this conference came the final decision for the seven-step approach used in the further development of the program.

- (1) Identify communities.
- (2) List key citizens.
- (3) Contact key citizens.
- (4) Meet with key citizens.
- (5) Train 4-H sponsoring committees.
- (6) Train 4-H leaders.
- (7) Follow-up plan.

In April and May of 1961 a series of 2-day workshops were held with Extension agents in each district to further acquaint them with the new plan and to present a way for putting the community 4-H program into action. These meetings were broad in concept and thorough in preparation involving all Extension personnel.

The next major step in the development of the program dealt with subject-matter information for members, leaders, and Extension personnel. Mrs. Fern Kelley of the Federal Extension Service spent a day with the State staff, discussing this topic with subject-matter specialists and outlining ways in which their literature might be adapted to the community 4-H Club.

This initial meeting was followed in September with an all-day conference with subject-matter specialists at which time plans for developing literature and suggestions for the specialists were received. Following this conference, a format was developed by the State 4-H staff to include literature for three age levels and for subject-matter leaders. This was followed in December with a 1-day meeting held in each district for the purpose of acquainting agents with the procedure for fitting the subject-matter leaders into the total 4-H program.

In 1962 the county Extension workers moved forward putting into action the 4-H program at the county level, using in most instances the seven basic steps suggested for developing the program. In most counties there is no longer a question on the part of Extension personnel as to the wisdom of this plan of organization. The question now centers around following the suggested procedure and moving rapidly to train leadership to organize 4-H Clubs. One of the recognized needs is that all Extension agents who are to be assigned the responsibility for 4-H Club work on the county level must receive training in 4-H.

In September 1962 the State 4-H staff, in cooperation with Harlan Copeland, Federal Extension Service, developed a 4-H leadership training program for new agents and planned for a State training session to be held in January 1963. Fifty-seven new Extension workers were to receive a week of intensive training as it relates to the community 4-H plan of organization. The transition is far from complete.

During this transition period there was a drastic loss in membership in counties failing to follow the recommended procedures, but there is evidence that within a comparatively short period the 4-H Club enrollment will exceed its peak of 168,000. Also, for every five Club members trained in the 4-H program there will be one adult leader who will receive training in leadership, growth, and development. More important, a larger number of youth will participate in a broader program of 4-H Club work designed to train them in the art of better living.

A statistical summary of the results accomplished in the organization of community 4-H Clubs in North Carolina as of February 1, 1963 shows: 871 active 4-H sponsoring committees; 1,706 adult 4-H leaders (about equally divided between men and women); 3,510 4-H sponsoring committee members; 3,662 trained community 4-H leaders; and 2,534 4-H subject-matter leaders serving 1,450 organized community 4-H Clubs with a total enrollment of 28,551 members (12,991 boys and 15,560 girls).

With the completion of the transition from school to community 4-H Clubs it is estimated that by 1966 we will have an enrollment of 180,000, organized in 9,000 community 4-H Clubs, serviced by 50,000 trained adult 4-H leaders. ■

L. R. Harrill is explaining to junior leaders the Seven Basic Steps of developing a community-oriented 4-H Club.





Develop Youth Resources

THREE are many ways youth can work with (and for) RAD: helping to get local efforts started . . . studying resources . . . lending a helping hand . . . carrying out action programs. Here are some samples.

Tied in with three Career Exploration publications for older 4-H members and leaders, Alabama plans a companion publication especially for RAD committees. State 4-H Club leader Hanchey Logue, with a group of specialists and agents, is preparing a leaflet to help focus committee attention on youth as the State's most important resource.

The leaflet, "Career-Job Opportunities," is designed to guide RAD committees and others in reviewing jobs available locally. It will urge a study of training and educational opportunities, surveys of where young people in the area are working, and whether or not jobs are available that will attract and hold youths.

To supplement 4-H use of the Career Exploration manuals (patterned after the ones developed by Southern Regional Farm Management Specialists) a kit including promotional leaflets, will be given to high school officials. Special emphasis is being placed on cooperating with the schools to help reduce dropouts.

Wisconsin's 4-H *Community Builders* projects amount to a junior RAD effort! Here are some examples.

A 4-H Club in upper Marinette County marked the woods with all-weather signs and prepared maps for two fire departments to help them locate farms in case of fire or other emergencies.

Vilas and Iron County 4-H'ers studied their communities and the resources they offered tourists. They also learned tourist hospitality—including the part personal appearance and courtesy play in making tourists feel welcome.

Other clubs have developed ball parks and picnic areas, improved and cared for neglected cemeteries, removed growth from the road at intersections to help prevent accidents, and helped to improve community libraries.

But even more important than the concrete contributions these Wisconsin 4-H Clubs have made to their communities, is what has happened to the youngsters themselves. Their *Community Builders* projects are the means by which they come to better understand their community and their responsibility to help make it better. They are learning a method that will stick with them and help make them more effective adult citizens!

Four-H Club members in Calhoun County, Illinois, helped the Calhoun Resource Council get their RAD action program going.

When the Council was organized last year members sought an activity that would involve and benefit many people; one that would produce fairly quick, visible results; and above all—succeed!

The project that met all these criteria was repainting and stenciling names on rural mailboxes. The County's Joint Leaders Council and 4-H Federation helped get the effort organized as a 4-H community improvement project.

Local postmasters compiled a list of mailboxes that needed attention and advised on painting and lettering.

Four-H Clubs divided the names on a community basis. They first secured the owner's permission to paint his mailbox then returned a week later, and stenciled on the boxholder's name. In some cases they repaired the mountings. They asked for—but didn't insist on—donations to cover the cost of paint and stencils.

On several routes 80 percent of the mailboxes had been painted. Calhoun County had successfully completed its first coordinated countywide RAD effort. But success was not measured by the number of mailboxes painted. Rather, as one resident put it, "We're proud of the way 4-H led the way in the formation of a RAD action program in Calhoun County. The enthusiasm and hard work of our 4-H leaders and members helped inspire the Resource Council to undertake other projects to develop the resources of the county." ■